



Oratory R.C. Primary and Nursery School



**'Shine as to be a light
to others'**

Assessment Policy

| Date of this Policy: | Reviewed by: | Date to be ratified by FGB | Date for next review: | Date to be next ratified by FGB: | Review Frequency |
|---|---|-----------------------------------|------------------------------|---|-------------------------|
| March 2022 | <ul style="list-style-type: none">Curriculum committeeSLT | March 2022 | September 2023 | September 2023 | Every year |
| How will Governors assure the Oratory community that this policy is being implemented: | <ul style="list-style-type: none">Curriculum committeeTermly Head Teacher's Report | | | | |

ORATORY RC PRIMARY SCHOOL

Assessment Policy

Principles of Assessment

- On-going and teacher-led assessment is a crucial part of effective teaching.
- All staff undertake regular training in our approach to assessment.
- The 2014 curriculum enables us to have freedom in how to teach the curriculum and track progress.
- Both summative teacher assessment and external testing are important.
- Accountability is key to a successful school system and therefore must be fair and transparent.
- Assessment being little and often ensures that it is acted upon quickly to ensure the biggest impact into the classroom.
- Assessment provides an opportunity for class teachers to consolidate students learning and focus on where gaps in learning occur.

Assessment

In-school formative assessment

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich question and answer sessions to evaluate understanding and identify gaps or misconceptions
- Mini plenaries to determine understanding at regular intervals
- Short re-cap quizzes or recall of facts
- 1:1 or small group discussions
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking
- Pupil conferences

In-school summative assessment

Effective in-school summative assessment enables:

- **SLT and subject leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative termly assessments consider a range of materials that include standardised tests for reading, maths and GPS that indicate whether pupils are working towards, working at or exceeding year group expectations for this time of the year

EYFS use the EYFS outcomes.

Yrs. 1, 3, 4 & 5 complete NTS assessments for core subjects.

The school's writing assessment framework is used to track independent writing skills in response to genres covered each term/half term in conjunction with individual performance within non-core writing activities.

Yrs. 2 & 6 use practice SATS papers alongside teacher assessment frameworks.

Data is input by class teachers using the recognised pro-forma and stored on the school system, on Arbor.

Whole School Targeting

Following end of year data analysis, targets for the academic year will be agreed with the new class teacher at the start of the Autumn term. These targets will be reviewed termly at the pupil progress meetings and feed into the setting of performance management objectives / review procedures.

Individual Pupil Targeting

Teachers will use the data from ongoing formative assessment and from formal written assessments at the end of each term. This data will be used to identify current knowledge and set targets needed to build upon this to ensure they will master the curriculum, and where able, gain greater depth. Small step targets are set for SEND and pupils who are deemed to be making slow progress. These

are taught through differentiation, quality first teaching, individualised programmes of work, and targeted interventions

Pupil progress meetings

Regular pupil progress meetings are held each term following the completion of ongoing assessments. Discussions will also be informed by notes from ongoing learning walks, book scrutinies focusing on in-year progress as well as pupil voice. These are timetabled each term and completed by subject leaders and / or members of the SLT.

These meetings are held to establish:

- How the children are progressing in relation to their baseline data and age related expectations
- To ensure that all children are supported in their learning in a manner that reflects their individual needs
- To ensure that any pupil who is falling behind is identified and appropriate action is taken to accelerate their learning
- To ensure that children who are working above age related expectations are also challenged and learning extended appropriately
- To ensure that the progress of different groups within the school are actively tracked

The expectation for pupil progress meetings is that class teachers will lead a discussion with member(s) of the Senior Leadership Team regarding the progress of the children within their class and their plans for future progression. Staff will be expected to show evidence of progression for all pupils, including work samples and outcomes of interventions. The process will involve the SENDCo as well as informal discussions with pupils.

Assessing Pupils with SEND

High expectations apply equally to SEND pupils. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Each term, teachers will meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Early intervention is provided promptly to address any concerns about pupils' progress using the 'graduated approach' (Assess, Plan, Do and Review). It will offer next steps on each child's learning pathway and ensure a focus on long-term outcomes.

In each year group the national curriculum for that year is taught – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ, is for pupils currently on the Special Educational Needs and Disability

(SEND) register. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria, alongside relevant continuums. Assessment methods are adapted for some pupils with SEND. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

Outside of universal provision, pupils with SEND are set targets within an IEP (Individual Education Plan) relating also to wider areas of need, including communication, social skills, physical development and independence. These are reviewed at the end of each half term with all stakeholders. Where applicable reviews are completed with the SENDCo, alongside advice from external professionals.

For pupils in Yrs. 2 and 6 working below the standard of the national curriculum assessment and not engaged in subject specific study at KS1 and 2 the 'engagement model' will be statutory from this academic year - 2021/2022. Replacing P scales 1 to 4, the model encourages schools to measure each pupil's progress, independently, and in accordance to their individual profile of needs. With five areas of engagement - exploration; realisation; anticipation; persistence; initiation – the model can also be used as a baseline tool to track and support progress in pupil's engagement in developing new skills, knowledge and concepts.

Moderation

Moderation is an essential part of the assessment process. This ensures that all staff have an agreed understanding of the expectations for each year group and how this is evidenced in pupils' work.

This is achieved through:

- Half termly moderation meetings to ensure that work in books matches assessment data
- Working with colleagues from other schools, as required
- External moderation by the Local Authority for EYFS and Y2/Y6

Working in Partnership with Parents

For the Autumn Term, the class teacher outlines the curriculum for the year, alongside expectations for learning and behaviour through a video presentation posted on the school website / virtual

learning platform to enable all parents to access the information shared. In addition, a hard copy of the presentation will be made available to all parents.

Parents/carers are invited to attend parent consultations with their child's class teacher during the Spring and Summer terms.

Should the need arise; parents/carers are though welcome to discuss the progress of their child with the teacher or a member of the Senior Leadership Team at any time.

A written report for each child is sent to parents/carers annually in July. This report outlines their child's progress against Age Related Expectations for their year group in all subjects.

Curriculum objectives will be shared with parents at the start of the year via the curriculum overview available on the school website. For parents who have difficulty accessing it online, paper copies are available.

Reporting to Governors

Standards achieved in the school are rigorously analysed for all pupils and reported to Governors termly. The 'Analysis School Performance' data is discussed annually.

The report draws on data from:

- Statutory requirements
- Analysis of internal data and testing results
- SATs

Assessment within the Early Years

In line with national expectations, staff will complete the Reception Baseline Assessment (RBA) for each child during their first six weeks of them entering Reception in September 2021.

The Statutory Framework for the Early Years Foundation Stage 2021 sets the standard for learning, development and care for children from birth to five. The Early Learning Goals (ELG) are expected to be used as an assessment for Reception pupils in the summer term.

Though the 'Development Matters' document is not compulsory, it is recommended, and allows for more professional judgements based on a practitioners' knowledge and experience, instead of them having to track progress through the ELG or its age bands.

The principles that underpin assessment of children's learning and development within Early Years Foundation Stage are:

Reliable and accurate assessment should be based primarily on the practitioner's knowledge of the child, gained predominately from observation and interaction in a range of daily activities

Practitioners should look for evidence of 'embedded learning'- this is identified by assessing what a child can do consistently and independently in a range of everyday situations

Accurate assessments need to include contribution from a range of perspectives including the child, their parents and other relevant adults.

Effective assessment is based on the adult's thorough knowledge of child development and the early years' outcomes. It is only through this that practitioner can be fully tuned in to all the learning opportunities that are available on a daily basis.

Observational assessment

Observational assessment involves watching, listening and noting what children say and do as they play, interact with adults and engage in everyday activities and experiences. From this, practitioners are able to build up an understanding of individual children by seeing how they demonstrate their specific knowledge, skills and understanding.

Observations undertaken by all practitioners are used to plan children's next steps of learning in their individual learning plans and progress is recorded in the Learning Journeys on 2Simple. Children's achievements are referenced against the appropriate early years' outcomes and evidenced through photos and notes on 2Simple.

Aim of the learning journey

Capturing a child's journey of learning as they progress through the Early Years Foundation Stage toward the Early Learning Goal and beyond, it is a document which records the uniqueness of each child's learning and development across the seven areas of learning, as well as the Characteristics of Effective Learning.

Progress

Progress is tracked every half term and parents are encouraged to contribute to their child's assessment. Through the ongoing assessment, children who are working above, at expected and below national expectation are identified, and strategies are put into place to challenge as well as support the children.

Government-led Assessment at key points

The following table outlines the key assessment points for children.

| <u>Assessment Point</u> | <u>Government-led assessment points</u> |
|--|--|
| Reception Baseline Assessment | This will sit within the six-week assessment period following a pupil's entry to Reception in September 2022. |
| Phonics Screening Check is currently timetabled to take place w/b Monday 6 th June 2022. | Taking place in Summer (term 2) for Year 1 pupils' and Year 2 pupils who have not previously met the expected standard (based on internal data) or accessed the test. |
| National tests at the end of Key Stage 1 during a flexible two-week period in May 2022. (This is intended to be the final year for KS1 SATs. They are expected to be phased out and replaced by the Reception Baseline Assessment.) | Completed at the end of KS1 in arithmetic, reasoning, reading, optional GPS and writing. Attainment is informed by pupils' scores in externally set but internally marked tests alongside their ability to meet the objectives within the Teacher Assessment Framework. Writing will be partly informed by the grammar, punctuation and spelling test (GPS). Teacher assessments will also be completed for science. |
| Multiplication Tables Check (MTC) Must be administered within the three week period assigned to their administration, beginning Monday 6th June 2022. | Online test in Summer (term 2) for Year 4 pupils. |
| National tests at the end of Key Stage 2 are timetabled to take place from Monday 9th May until Thursday 12th May 2022. | Summative tests in place for arithmetic, reasoning, reading, grammar, punctuation and spelling (GPS) with teacher assessments for writing and science. |